

Safety and Violence Prevention Training Now Required of K-12 Professionals

Amended Substitute House Bill 276 of the 126th Ohio General Assembly (2007) mandated that the Ohio Department of Education work with state agency partners and education organizations to prepare a model policy that would guide every Ohio school district in developing a policy prohibiting harassment, intimidation and bullying. The bill also required ODE to develop a safety and violence prevention curriculum to train elementary school professionals to detect child abuse.

Amended Substitute House Bill 1 of the 128th Ohio General Assembly (2009) extended this requirement to include public middle school and high school personnel. Substitute House Bill 59, passed in June 2013, added Human Trafficking to the required topics to be covered in the Safety and Violence Prevention Curriculum in-service training. An Ohio Department of Education curriculum that may be used to fulfill the requirement is posted below. Specific aspects of the Amended H.B. 1 and the previous legislation (Ohio Revised Code Section 3319.073) also are highlighted here:

WHO MUST TAKE THE TRAINING?

Nurses, teachers, counselors, school psychologists and administrators at public elementary, middle and high schools must take the training. The deadlines vary (see below).

WHAT IS THE TRAINING TO COVER?

Participants must take at least four hours training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development. School districts and educational service centers may adopt or adapt the curriculum developed by the Ohio Department of Education (ODE) for this purpose, or they may develop their own program in consultation with public or private agencies or persons involved in child abuse prevention or intervention.

WHAT IS REQUIRED OF ELEMENTARY PROFESSIONALS?

All elementary school professionals who were employed on the effective date of Amended House Bill 276 on March 30, 2007, were required to fulfill the in-service training requirements by March 30, 2009, and every five years thereafter. New employees must complete the training within two years of commencing employment, and every five years thereafter.

WHEN MUST MIDDLE AND HIGH SCHOOLS COMPLY?

All middle and high school professionals who were employed on the effective date of the July 14, 2009 legislation are required to fulfill the expanded in-service training requirements by October 16, 2011, and every five years thereafter training should incorporate the prevention of dating violence. New employees must complete the training within two years of commencing employment, and every five years thereafter.

A Safety and Violence Prevention Curriculum Overview

Project Overview

This curriculum is designed to increase school professional's awareness and knowledge of student behavioral health issues including: mental and behavioral health, substance use and abuse in students, depression and suicidal ideation, anti-harassment, intimidation, bullying, teen relationship abuse and child abuse and human trafficking.

Objectives

- To build understanding of the relationship between nonacademic barriers and student academic achievement;
- To increase awareness and knowledge regarding various student behavioral health issues;
- To provide information regarding identification of student behavior health issues;
- To build understanding about making appropriate referrals to an agency or organization.

Delivery Modality

A flexible curriculum that can be delivered as one program or four individual trainings. The curriculum can be personalized to emphasize the needs of a particular school or district. The four modules are detailed below.

<i>Module #1</i>	<i>Module #2</i>	<i>Module #3</i>	<i>Module #4</i>
<ol style="list-style-type: none"> 1. Recognize stigma of mental and behavioral health issues. 2. Identify warning signs of mental and behavioral health issues. 3. Understand warning signs of alcohol and drug-related problems. 4. Understand the role of school professionals in identifying and referring students who may be experiencing alcohol- or drug-related problems. 5. Have access to local, statewide and national resources for understanding alcohol- and drug-related learning barriers. 	<ol style="list-style-type: none"> 1. Understand the key changes in student behavior, appearance and performance that may be indicative of depression. 2. Know the specific warning signs of child and adolescent depression and the warning signs for student suicide. 3. Possess the skills to adequately identify potential cases of student depression or suspected suicidal ideation. 4. Know how to make appropriate referrals to school and community professionals to help students. 	<ol style="list-style-type: none"> 1. Define harassment, intimidation bullying and teen relationship abuse. 2. Identify signs of risk factors for perpetration in their schools, on the school buses and in their community. 3. Describe the three step process to respond to harassment, intimidation, bullying and teen relationship abuse when you witness it. 	<ol style="list-style-type: none"> 1. Understand the warning signs of child abuse and human trafficking. 2. In the case of suspected child abuse, understand each educator's role as a mandated reporter and the process of making a report. 3. Define human trafficking and the scope of the problem. Understand the components of the business and factors associated with the human trafficking of minors. Have solutions to intervene and report human trafficking of minors. 4. Discuss the connection between school climate and safety issues. 5. Know how to make referrals to school professionals for helping the student.